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MANAGEMENT DEVELOPMENT, NUMBER 1. CURRENT INFORMATION SOURCES.

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DESCRIPTORS- *MANAGEMENT DEVELOPMENT, *ANNOTATED BIBLIOGRAPHIES, INDUSTRY, MANAGEMENT GAMES, UNIVERSITY EXTENSION, SUPERVISORY TRAINING, INTERPERSONAL RELATIONSHIP, BUSINESS, LEADERSHIP TRAINING, TEACHING GUIDES, PROGRAM PLANNING, LISTENING SKILLS, GROUP BEHAVIOR, SENSITIVITY TRAINING,

THIS ANNOTATED BIBLIOGRAPHY ON MANAGEMENT DEVELOPMENT CONTAINS 28 INDEXED ITEMS, MANY WITH ABSTRACTS, IN SUCH AREAS AS HUMAN RELATIONS AND LEADERSHIP TRAINING, PROGRAM PLANNING AND EVALUATION, BUSINESS GAMES, DISCUSSION GROUP BEHAVIOR, AND COMPANY AND UNIVERSITY SPONSORED PROGRAMS. ALSO INCLUDED ARE COMPARATIVE STUDIES OF PROGRAMS AND METHODS IN SEVERAL COUNTRIES. (LY)

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ERIC CLEARINGHOUSE ON ADULT EDUCATION

MANAGEMENT DEVELOPMENT, #1

CURRENT INFORMATION SOURCES

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November 1967

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AC 001 307 E CHANGING PATTERNS IN CONTINUING EDUCATION FOR BUSINESS (CSLEA REPORTS). Olean, Sally J. Center for the Study of Liberal Education for Adults, Boston. 67 EDRS PRICE MF-$0.18 HC-$3.68 92p.

TERMS: *professional continuing education, *administrative personnel, *management education, *business, *industry, scientific personnel,

ABSTRACT: After World War II, business and industry moved into the adult education field, now spending a reported 20 billion dollars annually in higher education for their scientific personnel and management. Large industries, like IBM, have complete educational programs and facilities for their personnel. Ford and General Motors use outside educational groups for executive development programs. Companies, such as Continental Can, have a small headquarters educational staff administering decentralized programs, either using their own programs, or participating in programs available locally at colleges or universities. The American Bankers Association and the American College of Life Underwriters have their own programs. Some companies use such unaffiliated educational organizations as the American Management Association or the National Industrial Conference Board. With better communication between universities and business, the universities could set the conceptual framework for long-duration education, provide short-range, immediate pay-off education, evaluate company-sponsored programs, and investigate new technology and methods for teaching adults. (This document is also available from the Center for the Study of Liberal Education for Adults, 138 Mountfort St., Brookline, Mass. 02146, for $2.00) (eb)

SECONDARY TERMS: management development, educational facilities, universities, professional associations, higher education, cooperative programs, cooperative teaching, interagency cooperation, inplant programs, university extension,

AC 001 256 C EXECUTIVE DEVELOPMENT, NEW PERSPECTIVE, NOW THE RESPONSIBILITY OF LINE AND TOP MANAGERS (Reprint from Harvard Business Review, 44/133-143, May 1966). Stolz, Robert K. 66 10p.

TERMS: *leadership training, *on the job training, *management development,

ABSTRACT: After reviewing seven common misconceptions of development of management talent, it was concluded that successful training of executives depends largely upon "on the job training" of subordinate executives by their immediate superiors. More realistic expectations of management education and better utilization of the Executive Development director contribute to the improvement of a company's developmental program. (pt).

AC 000 839 C CONTINUING MANAGEMENT DEVELOPMENT BEYOND THE CLASSROOM (IN Business horizons 9/91-101, Sum 1966). Tosi, Henry L., Jr. * House, Robert J. Sum 66 11p.
TERMS: *industrial structure, *management development, *manpower utilization, *technological advancement,

ABSTRACT: Broad discussion of particular factors and decisions pertinent to management development, including organization analysis and planning, management manpower planning, management appraisal, compensation, and the role of the staff. (aj)

AC 000 656 C OPERATION SPRINGBOARD, FOR MANAGEMENT DEVELOPMENT. Part 2 (IN Personnel journal, 46(5)/290-296, May 67). Pigors, Paul * Pigors, Faith. 7p.
TERMS: *group discussion, *management development,

AC 000 921 C MANAGEMENT DEVELOPMENT REFOCUSED (IN Personnel administration, 29/39-44, Jan 66). Lundberg, Craig C. 8p.
TERMS: *management development,

AC 001 109 C BEHAVIORAL SCIENCES FOR PERSONNEL MANAGERS. (IN Harvard business review 44(4)/154-162, Aug 1966). Myers, Charles E. Aug 66 8p.
TERMS: *laboratory training, *management development, *research reviews,

AC 000 913 C EMERGING CRITERIA FOR ORGANIZATION DEVELOPMENT (IN Personnel administration, /16-11, May-Jun 66). Lippitt, Gordon L. 8p.
TERMS: *educational trends, *evaluation, *management development,

AC 000 919 I MANAGEMENT DEVELOPMENT IN "NEW" COUNTRIES, PERSPECTIVES FROM RUSSIA AND AMERICA (IN Management international review, 5/43-55, 1966). Smith, Howard. 66 13p.

TERMS: *management development, *program development, *training objectives, *comparative analysis, socioeconomic influences, developing nations,

ABSTRACT: The history of industrialization in the United States and in the Soviet Union accounts for various differences and similarities in their respective approaches to managerial development. In the United States, an expanding market demand economy, more complex technology, separation of ownership from control, and the rise of technical and business schools helped give rise to formal managerial training. The Soviet Union does not employ formal managerial training, but prepares technical specialists and leaves it to them to develop into managers on the job. Other European countries have tended to do likewise, and even in the United States, formal programs off the job are only a small part of the total developmental process. Moreover, both systems rely heavily on highly personal material and prestige incentives on training through coaching and feedback on the job. Major implications for the newly industrializing nations are that the process of managerial development is shaped primarily by social and political conditions, and that formal development requires a solid foundation of more informal, less academic developmental activities. Document includes 30 references. (ly)

SECONDARY TERMS: training techniques, educational policy, business education, business administration, USSR, U.S.A.,

AC 000 791 C ISSUES IN MANAGEMENT EDUCATION. Organisation for Economic Co-operation and Development, Paris. Jan 63 93p.

TERMS: *comparative analysis, *educational trends, *management education, *program evaluation, Europe, U.S.A.,

ABSTRACT: This is a report on the issues raised by the growth of business management education in 17 countries, surveyed against the background of the educational system and traditions of each country. Information was obtained from the records of the European Productivity Agency and through surveys conducted by committee members. Considerations include the present situation and trends in management education in Europe, basic issues in management education, a comparison of European and American programs, and a pattern for the future including the role of O.E.C.D. (aj)

AC 000 619 C SURVEY ON MANAGEMENT EDUCATION IN GERMANY AT UNIVERSITIES, INSTITUTES, INDUSTRY (Text in German and English). Intern. Univ. Contact for Management Educ.,Rotterdam (Netherlands). 65 110p.

TERMS: *industry, *inplant programs, *management development, *national surveys, *university extension, West Germany,

AC 000 614JE MANAGEMENT TRAINING IN LARGE CORPORATIONS, A SURVEY OF METHODS, PROGRAMS AND RECRUITING (IN Training and development journal, 21(5)/11-17, May 67). Foreman, Wayne J. MAY 67 DOCUMENT NOT AVAILABLE FROM EDRS. 7p.

TERMS: *management development, *training techniques, *recruitment, *participant characteristics, *administrative personnel,

ABSTRACT: A survey was made of management and development programs, using data obtained from 49 corporations with the highest sales volume in 1964. It was found that the training techniques most effectively used included on-the-job training, conference and discussion groups, and job rotation, and that university courses, management seminars, and American Management Association courses were generally used. Three basic types of programs were used -- formal, informal, or a combination of both. Eighty-nine percent of respondents had found college placement bureaus to be the most productive source for recruiting management trainees. All of them ranked intelligence as one of the five most important personal characteristics desired. Of trainees selected, 48.2 percent had backgrounds in a scientific field as compared to 35.5 percent with backgrounds in general business. (This article appeared in Training and development journal, monthly journal of the American Society for Training and Development, 313 Price Place, P.O. Box 5307, Madison, Wis. 53705) (sm)

SECONDARY TERMS: industrial training, educational background, on the job training, inservice training, interagency cooperation, surveys,

AC 000 019 I AN ANALYSIS OF UNIVERSITY SPONSORED EXECUTIVE DEVELOPMENT PROGRAMS. Merrell, V. Dallas. Southern Calif. Univ., Los Angeles, School of Public Admin. MAY 65 46p.

TERMS: *management development, *program descriptions, *universities, *administrative personnel, *business, graduate study, surveys,

ABSTRACT: As part of a three-part project to include (1) a review of bibliography available at the University of Southern California and nearby libraries, (2) a sample survey of executive development programs organized and operated by industry, and (3) a review of executive development programs organized and operated by universities for marketing to industrial and commonwealth organizations, this paper deals with the third phase. It includes information on 27 programs at 25 universities, from 14 states and every geographic region of the United States except the southwest--information about title of course, sponsor, dates and length of programs, year founded, location, enrollment, prerequisities for participants, program content, training techniques, faculty, fees, geographic region, other programs available, and comments. The report concludes with comments on characteristics of the programs and suggestions for possible improvement and strengthening of them. (pg)

SECONDARY TERMS: university extension,

AC 000 953 AI EXECUTIVE DEVELOPMENT FROM SPECIALIST TO GENERALIST (Abstract of Ed.D. thesis). Niemi, John A. California Univ. (Los Angeles). 18 MAR 67
TERMS *program evaluation, *engineers, *university extension, *management education, *program attitudes,

ABSTRACT: A study was made of the innovative program, at the University of California (Los Angeles), for engineering executives, designed to help them develop into executive generalists and technical managers. The purpose was to learn -- 1) the degree to which the program objectives were being met, 2) the effect of participation on managerial mobility, and 3) the extent to which graduates altered their interests and activities. Participants were younger (25-35) than those in business executive programs and seemed highly motivated to make up undergraduate grade point deficiencies. Experience in interpersonal relations and study of group behavior were rated very high but relating the role of the engineer to society, and his company to the broad environment, were not. It was felt there was need for more business content, especially law and finance. The most immediate effects on the graduate's position were an increase in salary and prestige. The average mobility toward more responsible positions increased with number of years after graduation. There was a low adoption rate of business and quantitative decision making tools. Although there was a significant increase in informal learning through reading technical and management materials, there was little change in professional membership and in participation in community activities. (eb)
SECONDARY TERMS: age differences, participation, administrative responsibility, doctoral theses, participant characteristics, questionnaires, interviews, motivation, Univ. of Calif. (LA), Engineering Executive Program,

AC 001 058 JC AN APPRAISAL OF PART TIME MBA (MASTER'S IN BUSINESS ADMINISTRATION) PROGRAMS (In Personnel journal, 46(6)/352-356, Jun 67). Kerr, John R. 67 7p.
TERMS: *professional continuing education, *participant charactertics, *masters degrees, *business administration, *program evaluation,

ABSTRACT: In June 1966, a survey was made of 32 graduates (1965 and 1966) and 109 currently active candidates of the Indiana University MBA (master's in business administration) program inIndianapolis. Of those surveyed, 11 graduates and 66 candidates submitted usable questionnaires. Major findings were these-- (1) the part time MBA program is drawing younger persons (median age 38), largely medium and lower level management and nonmanagement graduates with an engineering background, usually employed by firms having well over 500 employees -- (2) two-thirds of all candidates are being reimbursed for 50 percent or more of tuition costs-- (3) most respondents are favorable toward MBA curriculum, instruction, major fields of study, application to current business needs, and future self-directed study, but have misgivings as to subsequent use by their employers as a result of the degree-- (4) the main motive for seeking the MBA degree has been the hope of enhancing professional status and business advancement and opportunities. Results tend to substantiate a similar 1963 study by the Graduate School of Business Administration at Washington University, ST. Louis. Document includes footnotes and 6 tables. (author/ly)

AC 000 108 LEADERSHIP AND THE POWER OF IDEAS (Harper & Row, N.Y.). Tarcher, Martin. 66 203p.

TERMS: *program evaluation, *leadership training, *social change, *university extension, *community leaders, scientific

ABSTRACT: This is a critique of university extension programs for leadership training. The traditional programs (group dynamics, liberal and economic education) are discussed and contrasted with the author's own program conducted at the Univ. of Calif., Berkeley, for administrative personnel of the Calif. State Dept. of Employment, the "Corwell Project." Participants in a laboratory situation used the scientific method in attacking problems, in this case the reorganization of the Corwell office of the Dept. of Employment. The application of the principle of instrumentalism or pragmatism to other leadership groups is described -- the development of understanding of man, nature, and society, knowledge of trends and developments of the times, and acquisition of scientific habits of thought and action, all focused on an area of community need. How this reconstruction of education can enable leaders to accept the responsibilities of the age of cybernation and hypotheses for leadership are considered. (aj)

SECONDARY TERMS: methodology, general education, cybernetics, liberal education, economics education, group dynamics, research, Univ. of Calif., Corwell Project,

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AC 000 107 THE EFFECTIVENESS OF UNIVERSITY MANAGEMENT DEVELOPMENT PROGRAMS. Andrews, Kenneth R. Harvard Univ. Graduate School of Business Administration. 66 363p. illus. Appendixes.

TERMS: *program evaluation, *executives, *program descriptions, *management development, *universities, time factors (learning),

ABSTRACT: The reactions of 10,000 business executives to 39 university executive development programs were gathered in part by interview, but mostly by questionnaire. Of the total population, 80 percent reacted so favorably that differences in length, cost, composition, and quality were almost obscured. Of 7 activities, they ranked class sessions first, then study groups and informal discussions. Effects reported were broader perspective, increased self-confidence, imagination, flexibility, and tolerance, and appreciation of human problems in business. Rarer were responses citing greater analytical ability and changed attitudes. Among 16 programs analyzed in detail, these varied from 11 to 48 percent. Program length may make the most difference in impact and may determine extent to which the educational experience is vocational and informational. Administrators should consider region to be served, subject matter, level of participants, level of intellectual attainment wished, and the nature of their relationship with sponsoring companies. Companies should redefine the value of short university courses in the light of the company's total effort in recruiting, developing, motivating, deploying, and evaluating its executive manpower. Contains tables and appendixes. (Author/ly)

SECONDARY TERMS: teaching methods, participant evaluation, participant satisfaction, business, interviews, questionnaires, statistical data, research, historical reviews,

AC 000 793 I EVALUATION OF SUPERVISORY AND MANAGEMENT TRAINING METHODS, COORDINATION OF RESEARCH. Meigniez, R. * and others. Organization for Economic Cooperation and Development, Paris. JUN 63 162p.

TERMS: *evaluation techniques, *supervisory training, *management development, *evaluation, *training techniques, research reviews,

ABSTRACT: In a report based on European Productivity Agency consultations (1961-62) on research activities and methods, the relatively brief history and the current state of training evaluation were reviewed, the task of determining objectives and criteria is discussed, types of evaluation instruments (interviews and questionnaires, psychological and knowledge tests, measures of perception, and attitude and rating scales) are noted, the studies themselves are outlined, and methodological aspects of training evaluation are set forth. Results of past research suggest that training outcomes depend on numerous complex factors, not least of all the influence of superiors on trainees, that the impact of differing objectives and individual needs makes it unprofitable to compare different training programs as a whole, and that the evaluations made by participants are far from adequate. Therefore, evaluation requires planning, strict experimental design, and a specific focus, and must be done in terms of gains in knowledge, competence, attitudes, and furtherance of company aims. Finally, the various dimensions involved in the thorough integration of evaluation and training should be rigorously tested, clearly defined to facilitate information exchange, and translated into useful measurements. Document includes tables and diagrams, the studies done in several European countries and for the European Coal and Steel Community, and 127 references. (ly)

SECONDARY TERMS: teaching methods, research projects, educational objectives,

AC 001 102 C MANAGEMENT DEVELOPMENT: DESIGN, EVALUATION, AND IMPLEMENTATION. House, Robert J. * and others. Michigan Univ., Ann Arbor. Bureau of Industrial Relations. 67 137p. Appendices. Bibliogs. pp.125-3(

TERMS: *management development, *program planning, *administration, *program evaluation, *evaluation, educational methods, organization, organizational coimate, T- groups, management games, on the job training, case method, transfer of training,

ABSTRACT: Social science studies and reports of company experiences were reviewed in an attempt to analyze and correct major defects in planning management development. Several conclusions were reached- (1)environmental factors should be isolated and assessed, and, if necessary, corrected before or during training- (2)comprehensive program organization and manpower planning will greatly improve selection and promotion, determination of costs and activities, and knowledge of the organizational structure and its members- (3)programs should provide for continuous, systematic, and comprehensive evaluation, which in turn requires an understanding of conditions, methods, programs should provide for continuous, systematic, and comprehensive evaluation, which in turn requires an understanding of conditions, methods, programs, and purposes- (4)an eclectic approach, working from leader-centered to trainee-centered methods, and involving on the job followup of training is usually needed to change managerial behavior. The so-called commitment approach outlined by the author seeks to further developmental aims by combining the motivating and reinforcing processes and practices of planned learning with "learning by doing" that involves participants and their immediate supervisors. Document includes references, suggested evaluation criteria, and charts. (author/ly).

AC 000 833 C DYNAMIC BUSINESS-CONFERENCE TECHNIQUE. Heyel, Carl. 66 70p.
Pub by Personnel journal, Swarthmore, Pa.
TERMS: *conference method, *industry, *manuals, *program planning,

ABSTRACT: Handbook for the business conference leader includes 136 rules organized first for consecutive reading, then for ready reference. Review checklists on important points are included. (gh)

AC 000 666 I CONFLICT AND HUMAN RELATIONS TRAINING. Hacon, R.J. 65 118p.
TERMS: *communication skills, *sensitivity training, *conflict, *interpersonal relationship, *training techniques, industry,

ABSTRACT: Managers in industry and commerce often disagree with trainers about aims, methods, objectives, and potentialities of sensitivity training. The need for training results from problems which are the effects of an organization and its practices facilitating or hindering individual performance. Managers may or may not want to understand why and how conflicts arise between individuals and groups of individuals in an organization. When they do, the problem is to decide what they can do about it. Effective training depends on, (a) the training staff having the ability to analyze difficulties (personality differences, role incompatibility, lack of technical know-how, or questions of organization structure), and to produce relevant training programs, and (b) top management supporting these efforts. (6 diagrams, 3 tables, and 3 case histories). (Pergamon Press, Oxford) (sg)
SECONDARY TERMS: group dynamics, management development, interaction, T groups, professional training, human relations, role conflict,

AC 000 572 I HANDBOOK FOR INSTRUCTORS IN MANAGEMENT PROGRAMS. Rindt, Kenneth E., ed. Wisconsin. Univ., Madison. University Extension Division.
64 57p.
TERMS: *teaching methods, *adult learning, *teaching guides, *management development, *instructional aids,

ABSTRACT: Planned for instructors, both lay and professional, in University Extension management development programs, this handbook presents a brief summary of basic principles, tools, and techniques of adult instruction. After a discussion of the student and his needs it gives suggestions for the preparation of the presentation, methods of presentation, both passive (such as lecture or movies) and participating (as simulation of discussion) and the use of such training aids as projectors, blackboards, tape recorders, film strips, etc. There is a bibliography. (eb)

AC 000 124I PERSONALITY DIFFERENCES IN DISCUSSION GROUP BEHAVIOR. Harrell, Thomas W. Stanford Univ., Stanford, Calif. U.S. Office of Naval Research, Group Psychology Branch. AUG 66 41p. illus.

TERMS: *evaluation, *personality, *leadership, *executives, *discussion groups, sociometric choices, research,

ABSTRACT: An experiment explored possible personality differences between sociometric choices following small group discussions. Such differences might predict emergence of leadership behavior in initially leaderless discussion groups. Participating in assigned groups of 4 or 5 were 269 Master of Business Administration students and 65 business executives. Discussion sessions lasted a maximum of 30 minutes. Students and research assistants observed the groups and assessed specified behavior. A sociometric questionnaire was used after the session, group members ranking each other on amount of participation, guidance of discussion, best ideas, leadership, and popularity. A 6-hour battery of psychological tests was given. Statistical analysis indicated a significant relationship of personality, interest, attitude, and the amount of participation to sociometric choices. The shortness of the discussions may have decreased reliability and predictability of behavior. (ja)

SECONDARY TERMS: behavior rating scales, human relations, peer ratings, psychological tests, observer ratings, questionnaires,

AC 000 735C PROCEEDINGS OF THE CONFERENCE ON BUSINESS GAMES AS TEACHING DEVICES, (TULANE UNIVERSITY, APRIL 26-29, 1961). Dill, William R. ed.*others. Tulane University, New Orleans, Ford Foundation, New York. 62 138pp.

TERMS: *teaching methods, *teaching techniques, *management development, *management games, *management education, professional training,

ABSTRACT: A review of the conference on business games as teaching devices with a report on the future of games in business education and some basic sources of information about management games and related topics is followed by individual discussion papers. Most of these papers deal with management and business games as teaching devices, commenting on their use, design, and value. (sg).

AC 000 615 E A NOTE OF CAUTION ON LISTENING TRAINING, STUDY SHOWS POSSIBLE FALSE IMPRESSIONS AND OVER-EVALUATION (IN Training and development journal, 21(5)/23-28, May 67). Crawford, Harold E. MAY 67 DOCUMENT NOT AVAILABLE FROM EDRS. 6p.

TERMS: *listening skills, *communication skills, *program evaluation, *training techniques, industrial training auditory training,

ABSTRACT: Honeywell used an audio-programed course in listening skills, consisting of a series of taped statements of varying lengths and complexity, with considerable noise, and the trainee made a written or oral response. It took 2 and 1/2 to 3 hours to complete plus an additional half hour for pre- and post-testing. The first group showed two-fold to three-fold increase in average scores. With another group of employees, the pre- and post-tests were reversed, and it was found that the average score at the end of the program was lower than at the beginning. It was concluded that the post-test was easier than the pre-test. Two persons at Honeywell took the pre-test and immediately the post-test (with no training) and showed better than a two-fold increase. A comparison of the tests showed that there were different numerical point values for correct responses. There was greater mathematical probability that the trainee would score better on the post-test. Adverse consequences of this include false impressions of amount of learning and an over evaluation of the course. Some improvement was achieved by the training but caution is urged in selecting training programs for listening skills. (This article appeared in Training and development journal, monthly journal of the American Society for Training and Development, 313 Price Place, P.O. Box 5307, Madison, Wis. 53705) (eb)

SECONDARY TERMS: programed texts, post testing, test results, response mode, test validity, research,

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AC 000 800 I AN EXPERIMENTAL TEST OF THE EFFECT OF TRAINING ON DISCUSSION LEADERSHIP (IN Human relations, 6/161-173, 1953). Maier, Norman R.F. 53 13p.

TERMS: *role playing, *supervisory training, *lecture, *evaluation, *leadership styles, industry, behavior change, problem solving,

ABSTRACT: The study was made to evaluate the effects of 8 hours of discussion leadership training in a program for industrial supervisors. Over 170 received special training in leadership styles and how they affect problem solving and group decision, the problem being a change in work procedure. About 140 others received only a lecture on attitudes. Trained and untrained supervisors were divided into groups of 4 and tested with a role playing problem in which one supervisor per group portrayed the foreman and the others portrayed sub-assembly workers. Half of the control (untrained) groups accepted work-procedure changes and half rejected them. Recommended changes were accepted by 59 percent, and rejected by 4.5 percent, of the trained groups, while 3.4 percent reached compromises. Trained supervisors viewed 10.6 percent of employees as problem employees. Untrained supervisors viewed 25 percent of employees as such. Eight-hour training will produce enough skill markedly to differentiate trained from untrained personnel. (ly)

SECONDARY TERMS: decision making,

AC 000 923 C A RESULTS-ORIENTED DEVELOPMENT PLAN (IN National industrial conference board record, 3/40-45, Mar 66). Wilkerson, C. David. Kimberly-Clark Corp., Neenah, Wis. 8p.
TERMS: *educational objectives, *management development, Kimberly-Clark Corp.,

AC 000 111 I EFFECTIVENESS OF A COURSE IN LISTENING IMPROVEMENT FOR ADULTS (IN Journal of communication, 16, Sep, 1966, pp.189-191). Hollingsworth, Paul M. SEP 66 3p. illus.
TERMS: *listening skills, *executives, *program evaluation, post testing, pretesting, instructional aids, research,

ABSTRACT: A study was conducted to determine whether listening comprehension, as measured by the Brown-Carlsen Listening Comprehension Test, could be improved significantly for executives in industry after only 20 hours of instruction. In a large industrial organization 34 persons, with normal hearing, attended 12 weekly 2-hour sessions, with the first and last sessions devoted to testing. The textbook, "Are you listening," was used with films and the Science Research Associates Reading Laboratory IVa listening skill program. Case studies of practical problems in effective communication and listening within the plant were discussed. The 29 persons who completed the course and final test showed significant improvement, an average of 50 percent. Includes 7 references. (ja)
SECONDARY TERMS: Science Research Associates, Brown-Carlsen Listening Comp. Test,

AC 000 441 I T-GROUPS FOR ORGANIZATIONAL EFFECTIVENESS. (IN Harvard business review, 42(2)/60-74, Mar-Apr, 1964). Argyris, Chris. MAR 64 15p.
TERMS: *T groups, *interpersonal relationship, *laboratory training, *management development, feedback, organizational change,

ABSTRACT: A process of re-education -- unfreezing old values, relearning new values, and refreezing the new values -- is offered by laboratory education (especially T Groups), can expose and modify certain values, ingrained in the pyramidal structure of the business enterprise, held by typical executives. There are a number of misconceptions and misunderstandings about this new and controversial laboratory education. However, there are certain conclusions which can fairly be drawn -- (1) laboratory education is a very promising educational process, (2) it is not a panacea, nor is it a process that can help every organization, (3) not all laboratory programs are alike, (4) openness, trust, commitment, and risk-taking grow only where the climate is supportive, (5) laboratory programs have the greatest probable payoff and also the greatest risk, and (6) it is difficult to describe this type of education to a person who is a stranger to it. (sg)
SECONDARY TERMS: behavior change, changing attitudes,

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CONTINUING EDUCATION